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ABSTRACT

The proceedings of the National Outdoor Education Conference include 3 addresses on outdoor education and camping and 3 workshops reports, representing the input of some 60 delegates from every part of Canada. Emphasizing living and learning, quality of life, and utilization of the environment, the speeches are aimed at defining and clarifying the role of camping in outdoor education. The workshop report on "Contemporary Issues in Outdoor Education" considers the following topics: needs and issues; a descriptive statement; program content; criteria for selecting activities; leadership development, models, and principles; problems in implementation; outdoor education committees; economic issues, lease, rental, and purchase of sites; strategies for making deliberations known; and the relationship of camps. The workshop report on "Nature Awareness in Camping's Role" deals with: nature awareness definitions; learning criteria; components for learning; staff training and education; role of the camp director and the camp naturalist; environmental maintenance standards; and implementation of nature awareness programs. The workshop report on "Outdoor Education Guidelines for Camp" details major objectives; camp resources for outdoor education; staffing patterns; and administration and implementation procedures. (JC)

CONTEMPORARY ISSUES

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GUIDE LINES FOR CAMP

NATURE AWARENESS

PROCEEDINGS

OF THE

CANADIAN CAMPING ASSOCIATION

OUTDOOR EDUCATION CONFERENCE

OCT. 3 - 6, 1974

LA CALÈCHE STE-AGATHE, QUE.

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FOREWARD

The Canadian Camping Association with the assistance of Recreation Canada sposnsored a National Outdoor Education Conference at la Caleche, Quebec, October 3rd-6th, 1974.

The Canadian Camping Association in 1973 identified a need for camping people to get together and determine the future role of Outdoor Education in Camping. The conference dealt with three major workshop areas.

1. Contemporary Issues in Outdoor Education
2. Nature Awareness Camping's Role
3. The development of a booklet for Camp Directors in Outdoor Education Use of Camps.

Close to 60 delegates attended the Conference bringing a wide variety of outdoor experience to the Conference from every part of Canada. The delegates had a busy agenda and all efforts by delegates were of keen interest, sincerity and enthusiasm to follow through with the completion of all Workshop areas.

Our thanks for a most successful Conference must go to the leadership of our resource leaders, Dr. John Kirk, Past President of the American Camping Association and Kirk Wipper, Director of Camp Kandalore looked after Workshop #1; the fine job and background work done by Lorne Brown and Paul Dampier of Vancouver in the development of the Nature Awareness section, and finally Dr. Don Hammerman, Director of Northern Illinois University Outdoor Education Field Center, and Walter Mingie, Consultant in Outdoor Education for Montreal, Protestant School Board who headed Workshop #3.

I should not go without mentioning that the delegates had an opportunity to visit three Outdoor Centers while attending the Conference.

1. Camp Carowanis
2. Pine Valley
3. Camp Edphy

This proved to be a valuable, practical aspect of the Conference.

I feel it is most important for the C.C.A. to recognize and thank the members of Q.C.A. who worked on the mechanics for the Conference (Yves Beauregard, Bob Lazanik, Walter Mingie) and for being our host while in Quebec. Enclosing I must also mention my own City of Moncton, Recreation and Parks staff who have worked for 1½ years in the preparation and completion of the material for this report. To anyone else that I may have missed mentioning in the hast to finalize this report may I say an additional, special thanks.

Sincerely,

Bob Cameron

Bob Cameron
Chairman Outdoor Education
Canadian Camping Association

INDEX

A. Outdoor Education..... Bob Cameron

B. Outdoor Education Camping's Role..... Dr. Don Hammerman

C. Outdoor Education and Camping..... Dr. John Kirk

D. Contemporary Issues in Outdoor Education.... Kirk Wipper
Dr. John Kirk

E. Nature Awareness..... Lorne Brown
Paul Dampier

F. Outdoor Education Guidelines for Camp..... Walter Mingie
Dr. Don Hammerman

G. Delegates.....

Now I see the secret of the making of the best person; it is to grow in the open air and to eat and sleep with the earth.

Walt Whitman

OUTDOOR EDUCATION

BOB CAMERON

Taken from "Slide Presentation on Outdoor Education".
Delivered at Canadian Camping Association, Outdoor Education Conference, La Caleche, St. Agathe, Quebec. October 3rd-6th/74.

A number of societal influences in the present period have provided the setting which has given impetus to outdoor education. To many people, Outdoor Education is a somewhat vague and nebulous term. It has been associated with such terms as conservation, education, camping education, school camping, environmental education, and even the word camping. The diversity of the terminology with respect to outdoor education may however be its main strength. For those who are involved with outdoor education come from many walks of life. They may be teachers, administrators, camp directors, counsellors, outdoor educators, scouters, guiders, and many others from the outdoor family. Whatever label is given to outdoor education, there seems to be a common agreement that it can be summed up in its simplest form as education in, for and about the outdoors.

I have personally collected several pages of definitions of outdoor education and after trying to draw some conclusions find that I have no real single answer. I also hope I never do find that answer completely, for to me, to narrow outdoor education down into one definition would be like trying to (box-in) the out-of-doors. Outdoor Education today must play an important role in providing the quality of life for people. It must prepare individuals for productive and enjoyable lives. The educational system must not only teach

children how to earn a living but it must teach them how to live. It appears that at times our present system of education in many respects has failed to achieve this goal. Similarly, we in camping have not fulfilled our role in educating youth in the use of the out-of-doors to its fullest extent.

It is most important for camps to be involved with the educational system in a most useful and co-operative venture and to educate our youth about the out-of-doors. I think this involvement should include an understanding of the importance of nature, its protection and preservation. As well, our youth of the future will be making major decisions about our environment and will need the knowledge and background associated with the out-of-doors that will keep them in their decision making. Today, in our generation many adults don't know how to plan and manage their leisure time. It is usually taken up by secondary jobs or passive involvement. We need to, as camping people move more readily into outdoor pursuits that will have leisure time and lifetime value for our youth.

The greatest benefit of outdoor education comes when students and teachers take to the woods together. The benefit multiplies if the adventure stretches over several days or longer and if it has become a camping experience. Camping stands at the very peak of Outdoor Education. If camping is the apex of outdoor education then it is in my opinion also the apex of outdoor educational experience. It

is within the natural outdoor setting of the camp that there is found the greatest value and potential of outdoor education especially education for the out-of-doors. We often take a look at the beauty of the out-of-doors, but I like looking at people interacting with nature through camps in the out-of-doors. Our activities at camp vary from wood craft, camp craft, nature, arts and crafts, aquatics, canoeing, riding, hiking, out tripping,, sports, games just to name a few. Such a list of activities raises the question : What is so special about a camp? Can we not provide these activities in cities at much less expense? As I really see it, it is not activities that make camp special, it is the setting, the atmosphere of the camp that sets the stage for something special that seems only to happen at camp.

Camp is a community of children with all the troubles, problems, and conflicts of the grown up community. It is from within the climate of this that outdoor education finds its success. Here in the camp setting the skills of living can be taught whether they be skills of communications, human relations or the all important skills necessary for a worthy outdoor educational and recreational experience.

Camp is just a beautiful place to be away fron our fast moving world. The clue to the answer of that something special about camps lies in the fact that the most important ingredient of the camp is people, especially that precious creature we call a kid. As these people share, experience, and interact together here are the beginnings of that something special.

OUTDOOR EDUCATION -- CAMPING'S ROLE

Donald R. Hammerman

Address delivered at the Canadian Camping Outdoor Education Conference, October 1974

Camping provides a philosophical base for outdoor education. Historically, it was the early recognition of inherent values of camping by forward-looking educators that lead to the development of several pilot projects in the early 1930's.

Initially, these pilot projects were referred to as camping education. Subsequently, they were labeled school camping and the term in use today is resident outdoor education. Camp people, generally speaking, are natural teachers. They have the attributes of good teachers such as the ability to relate to young people on a one to one basis. They have knowledge of the outdoors. They enjoy being with youngsters, and they are able to function effectively with children in settings other than the school. Outdoor education can benefit from the knowledge skills and expertise that camp people have to offer.

Other contributions which camping can make to outdoor education is that of providing a physical setting for resident outdoor education. There is no needs for schools to construct their own resident facilities

when organizational camping facilities are available for use by schools. By winterizing some buildings, camps can extend the use of their facilities in to the school year.

Camping's role is to facilitate outdoor education, not just to be supportive, but to seize the initiative and show educators the way. Historically, camping people have gotten the ball rolling in many areas.

Camping's role in outdoor education can also be to provide specialized services to education. For example: there are camps for remedial instruction, enrichment, pursuit of the arts, sports camps, camps for the handicapped, camps that stress guidance values and social rehabilitation, travel camps, adventure camps and wilderness camps. Schools can use the specialized services that camps are in a position to offer.

Camps might be referred to as ideal laboratories for learning because total living takes place there. children simply aren't sitting placidly in a formal classroom atmosphere studying from books. <u>they are engaged in living</u>...they are involved in activity...they are learning by <u>living what they learn</u>.

Even if what is learned in camp may not have direct application to one's life in the city, one's life is the richer for having had a camp experience. Some of what is subsequently studied in school may take on new and different meaning because the learner is able to bring a broader and richer experential base to the largely abstract learning of school studies.

Camping's role then can be to serve as a catalytic agent to encourage and activate experimentation with new modes of "beyond the school" living and learning. If school people will again pay attention to some of the things that happen in camps they just may find a source for a breath of fresh air for education.

Outdoor education is sometimes referred to as a common sense approach to education. We might also say that camping is a common sense approach to out-of-classroom learning. What are some of the common sense elements of camping and outdoor education?

1. Does it make sense for a teacher to leave the classroom where he has the latest texts and teaching equipment to take his pupils on a nature ramble?
2. Does it make sense to take students out of school for a whole week to a camp setting where they spend a lot of time just living together?
3. Does it make sense to transport youngsters from the inner-city to a completely foreign environment, knowing they will have to return to the intolerable living conditions and the jaded existence of ghetto living afterwards?

The reply to each of these questions is, yes, it makes sense to do these things. These are common sense approaches to education.

-- First because instructional environments beyond the school which include camps provide a setting where

learning takes on an immediacy and makes an impact not found in the textbook.

-- Secondly, because there are things to be learned about one another, and about living together that we had better learn before it is too late.

-- Thirdly, because inner-city children need to become aware that the world is larger than their world of crowded tenaments, dark alleys and gang rivalries. With the knowledge that my present world extends beyond me and what I am today there may be the aspiration plus the motivation to either break out from my world, or to try and change it for the better.

I want to briefly touch upon some of the common sense qualities, characteristics, or principles of outdoor education in the educative process as they relate to living and learning in the camp setting.

The first common sense principle is that it makes a great deal of sense to carry on the business of learning in an instructional setting where that which is being studied may make the greatest impact on the learner. An almost inexhaustible number of instructional environments exist beyond the school which afford both teacher and learner an opportunity to be involved in and with a variety of firsthand experiences.

Direct experience exposes the learner to an assortment of sensory and perceptual data from which he may formulate new concepts and grasp other meanings so that prior knowledge is continually being refined and reconstructed.

The second common sense element or component of outdoor education is inquiry as it relates to problem solving. Inquiry is the act of searching out data, usually through a process of first questioning -- then investigating. Discovery occurs when the investigator-learner gains insight or knowledge of something previously unseen or unknown. The two processes, inquiry and discovery, work hand in hand in moving toward problem solutions.

Inquiry leads to discovery ...

Discovery promotes insight ...

Insight provides understanding...

Understanding contributes to knowledge ... Answers ...

And answers, in turn, lead to more questions ... Inquiry.

So we swing full cycle. There is at the same time closure, or an end in terms of having found some answers, and a beginning in terms of recognizing new problems.

Camp environments seem to lend themselves particularly to problem solving. In schools today little allowance is made for mistakes. Students with right answers are rewarded. Students with wrong answers penalized. I am not recommending that we place a premium on wrong answers, but I do suggest that it is probably just as important in the problem solving process to allow problem solvers to arrive at unsatisfactory answers or solutions, as it is for them to finally arrive at an appropriate solution.

In problem solving situations it is frequently necessary to derive so-called wrong answers in order to come up with right answers. As raw data are discovered, examined, rejected, and assimilated, a number of wrong answers may be absolutely essential to ultimately arrive at a workable solution. It is also true that there may be more than one workable solution -- more than one reasonable response -- more than one correct answer. Living in camp provides the time and the space for children to learn from their mistakes.

Outdoor education presents educators with an instructional media through which students may experience for themselves the process of scientific inquiry and problem solving. In this kind of learning environment children soon discover that all knowledge does not come from the book. We learn, furthermore, that there are few finite answers to anything.

In his book, CIRCLE OF THE SEASONS, Edwin Way Teal tells how for a number of years he pondered the question, "Can a dragonfly fly backward?" A quick initial observation had suggested this possibility to him. However, he wasn't convinced. There was always the possibility that the dragonfly was being carried backward on the breeze. He found the evidence he needed, however, when one day he observed dragonflys moving backwards against the breeze. Teal went on to make this observation: "You can

prove almost anything with the evidence of a small enough segment of time. How often in any search for truth the answer of the minute is positive, the answer of the hour qualified, the answer of the year contradictory."

A final common sense element of outdoor that I will mention briefly is this: Extending the instructional setting beyond the school to a camp, places the learner in an environment where he may respond with his total being ... his body ... his mind .. his spirit. The learning organism is being bombarded with multiple, sensory stimuli not ordinarily found in the classroom. The learner responds as a total organism with motion and emotion ... with thought and with feeling ... and in ways known only to himself. It may well be the thoughts known only to oneself that are of highest value to an emerging, developing, self.

In closing, I will leave you with this thought of Nietzsche's, which I have paraphrased slightly. Writing on "The Future of our Educational Institutions," he said:

> "the woods, the rocks, the winds, the vulture, the flowers, the butterfly, the meads, the mountain slopes, must all speak to us in their own language: In them we must, as it were, come to know ourselves again in countless reflections and images, in a variegated

round of changing visions; and in that way we will unconsciously and gradually feel the meta-physical unity of all things in the great image of nature, and at the same time tranquilize our souls in the contemplation of her eternal endurance and necessity."

I suggest to you that it is just as vital for today's youth, as well as for our own generation, to come to know ourselves ... to be able to tranquilize our souls against the seemingly endless pressures of modern society in urban environments, and finally to recognize the ultimate endurance of the environment in which we are, after all, an inescapable fragment.

OUTDOOR EDUCATION AND CAMPING

Dr John Kirk

Address delivered at the Canadian Camping Outdoor Education Conference, October 1974

It is a great pleasure to be back here in Canada. I've lost count of the number of conferences that I have had an opportunity to participate in here in Canada and on many occasions I have said and I still feel it very, very deeply that the beauty of the Canadian countryside is only surpassed by the warmth and the hospitality of the Canadian people and I consider it a distinct privilege to be invited to your country and to participate in your workshops.

Tonight I thought I would try to focus upon the activities that might take place within the summer camp context, as opposed to some of the things that we have been talking about that would happen during the school year. How the camps and camping people could service the schools, because I feel that what happens in the summer can complement and supplement any activities we might have in schools intended to cultivate this environmental understanding in our students. I thought it might be well, as a lead into this discussion this evening to take a brief look at the historical background of the organized camping movement.

The first children's camp was located in the state of Connecticut. It was established in 1861 and it was created as a result of the students in a private boarding school requesting the head master to give them the opportunity to leave the school and live like soldiers. Those of you who are students of American History will recognize the date of 1861 as being a significant point in our history since it represents the conflict between the states, "The Civil War". After much badgering by the students, Mr. Gunn, the headmaster decided that he would respond to their request by cancelling classes the last two weeks of the school year and move the entire student body of approximately 125 boys from the school grounds to a property at Milford on the Sound in Connecticut. It is interesting to note this occurance took place not after the school year, but the last two weeks of the school year. Now several text books refer to Mr. Frederick Gunn as the Father of Organized Camping. In addition he is the father of Outdoor Education since these activities took place during the school year. In any event it was a two week encounter and a rather interesting one and the program consisted of outdoor living skills or camp craft as we would call it today.

In addition there was a great emphasis on the natural sciences, field biology in particular and also some activities that we would place under the title of Outdoor Recreation today, activities such as swimming, sailing, and boating. It is rather interesting when we look at that program and the things that happened in camp programs during the 1800's. Because I submit to you that the leaders at that time had a more complete appreciation and better implementation of the role of camping than the majority of camping leaders today. They were able to identify and capitalize on that which is unique about camping and that which is most unique is utilization of natural areas. This is what makes a camping experience different from any other experience that a child might engage in during his early years. Yet if you look at camp advertisements say in the New York Times, you will

see camp operators trying to convince parents that the youngster should be sent to their particular camp because at such and such a camp a youngster will learn to play basketball, play the flute, lose weight, gain weight, ski, scuba dive, sing, twirl the baton, etc. This is what is stressed, a skills orientation that could take place just as well in a building back in any city for the most part.

Most camp programs then are taking place without utilizing the natural environment. Rather the environment stands in essence as a theatrical prop or back drop, before which this drama of camping is portrayed. Very little is done to utilize that environment and under some circumstances very few adventures into it, either for a living experience or for scientific exploration and investigation.

We have seen camping then deteriorate from a meaningful experience in the out-of-doors to an experience that could be duplicated in a boarding school, in a settlement house, a scout meeting, or at a school extra mural program. We have lost that which is unique in camping for the most part. We are not capitalizing upon that one ingredient that makes camping different from all other experiences in which children may participate, the natural environment!!

If we look at the hiring practises of Directors we can see rather quickly where their priorities lie. Come March or thereabouts the average camp director is scurrying around trying to find a cook, a nurse, a waterfront director, unit leaders or riding masters or something like this and then after most of the hiring has taken place, Oh yes, someone to handle the nature program. Who can we get to do that, well we had a kid in the boys outpost in the senior unit you know that nut who looked at the birds and collected leaves, let's get him back and we will stick him over in the nature hut, and that will take care of all that nonsense. This is about the significance that is placed on the nature program in the vast majority of camps. It is most unfortunate, I've had the opportunity to personally visit over 2000 camps in the States. Of that number 90% had no evidence of a nature program at all. The other 10% might have been more charitable if they had eliminated the program, because it was horrendous for the children and a bore for the staff. So what must we do then to return to camping and begin to focus upon and capitalize upon that which makes camping different.

To properly utilize the natural environment what should we do? Well we certainly don't want to return to the old nature study programs that were such a bore. For if the camper could name 14 trees and identify 5 birds and 2 animal tracks he was given a coo-coo award or something of similar significance. Rather, we want to develop programs that will help youngsters begin to see and understand their relationship to their fellow man and to all other living and non-living things. We have to institute programs of ecological exploration and investigation. Now the term ecology scares some people and there are many very sophisticated definitions. Yet when I hear the term ecology, I prefer to define it as a semanticist, one who studies language and if we look at the word ecology, from that frame of reference we find that it comes from two Greek words, one word is for study and the second word if for home, so what is ecology? It's a study of home.

What is our home? Our home is this little speck of cosmic dust we choose to call planet earth, and we have made some serious errors in judgement, in the things we have done to that beautiful home. There are some that would go so far as to day that we've made such serious errors that we may not be able to continue to survive. I personally do not identify myself with the dooms day men, but I do feel that we are at a very critical and crucial point in our evolution on the planet.

Some very definite changes have to be made. Some basic concepts have to be formed, life styles have to be modified, if we are going to live on this planet. The summer camp is the finest laboratory available to us for learning these lessons. A much better laboratory than the school building because it is all around us. The real world is the natural world. The man made world is the artificial world. Life endured on the planet long before cities were developed and certain life forms may endure on the planet long after cities have crumbled to dust. The natural world is the real world and it's about time that we started to place the proper emphasis on teaching about that world and how significant it is to us. The fact that without forest lands and woodlands, we would not be able to survive on this planet. We must help our campers to see and to feel just what natural areas give to us. The fact that forest lands and woodlands are part of a life support system and we need them to survive.

We like to refer to this as the cultivation of a reverence for life. A concept of kinship, the fact that we are related directly to every other living thing on the planet and if the tiniest microscopic animal is destroyed in its entirety then the quality of all life is proportionately diminished because there is an inter-relationship and an inter-action among all living and non-living things, and this isn't too profound or too deep or too mysterious a concept to get across even to very young children. We have to help them to realize that with all our wonderful technology the fact that we are able to put men on the moon and take color pictures of the far sides of the distant planets. With all this vast collection of knowledge and technology, we are not able to bring back one life form once it is gone, extinct is forever. We cannot afford to lose any additional life forms as a result of man's stupidity, ignorance and indifference. A very important lesson a "Reverence of Life". Some may say this is not the responsibility of a camp, it's the responsibility of schools especially in science programs.

I submit to you that the majority of school Science Programs represent an antithesis of a reverence for life. The experimentation or the destruction of life that takes place in school laboratories under the guise of research is herendous. It is not research at all, because you see in research we are searching for the unknown. If we already know the answer it is not research, and most of what takes place in our secondary schools is about as meaningful as taking a needle and sticking it in a Christian to see if he will bleed like a Jew. We already know the answer. A complete waste, and actually tends to deteriorate and erode the concept of a "reverence for life" So we cannot look to the traditional way of teaching science - we need something new - we need to liberate students from the classroom and the laboratories, we have to get them into the real world.

We in camping are already there, we're there. We can accomplish some of these things through a slight modification and a refocusing or a new direction in our program. We also have the responsibility to tey and develop in our campers a land ethic which would tend to help them see and realize that man is a temporary steward of the land. That any decision that is made on land use should predicated on the hypothesis of how this will affect the quality of life 150 years from now, as opposed to how this will enhance my bank balance at the end of the fiscal year. We have to modify and revise the value system that is currently in vogue; not an easy task and we cannot do it alone. However, we have an obligation to join forces with responsible educators who are beginning to see and understand this as their role. So you see then we're focusing not so much on the cognitive areas of learning, the accumulation of ornamental facts that relate to nothing, but rather on the affective areas of learning. We're trying to help our young people to develop a value system; an understanding, an appreciation and compassion. We're trying to get them to feel and then we are trying to get them to act. More of our natural areas are vanishing every year. More acres fall victim to the bulldozer, and yet what do we do in our camps? Well many of us will say: "Well that's not **really our** problem. It's too bad it's happening, but that's not our problem." So we retreat to the woods, we alienate ourselves from the main stream of society, we close our eyes to the real issues and to the real problems, sit around our campfire, and we sing our quaint little songs while the world collapses.

My staff refer to this as the Kumbya Syndrom. Many directors are a little bit like Nero, they are fiddling around with things while the world is burning. It's time we do something, because if we don't one of these days there will be no place left for our campfires. By the way, I enjoy campfires very much and enjoy the quaint little songs, but we need something more than that. Perhaps after we have finished singing a few songs we ought to discuss the intrusion that is taking place. We ought to point out those despoilers of our world. We ought to try to help our young people to understand what they might do, should do and must do when they return home. Because you see the summer experience is a temporary one. Our campers and our counsellors have to leave that beautiful world, which is the world of camping and return to that jungle we call urban-suburban living. And so we have to try to help them discover the skills to develop the understanding to feel intensely the trauma that is taking place. We have to help them to learn these things, and give them the skills so they can share with their parents. We have to try and develop a much more literate society, as it relates to environmental issues. The camp is a fantastic place to accomplish these things. So that's today. These are the things that have been happening, what about tomorrow, where do we go from here?

You have come at great personal inconvenience, clear across this great country to meet here in Quebec to try and plan a strategy, to develop a master plan that will enable you to enrich your programs during the summertime and to extend your service to schools during the academic year. So you are well on the way to developing the plan, drawing up the blue-prints. But if you leave here on Sunday with the feeling that this was a great conference, we had lots of fun and return to your own areas of Canada and you don't carry with you a zealous determination to share, to convince, to cajole your colleagues into action then

this conference as enjoyable as it has been for you and for me will be a colossal failure. We must use this experience as a launching pad, as a beginning, as a rebirth, to move on It doesn't mean that everything that you have been doing in your camps you disguard, because most of what you have been doing for children is good. This is a matter of refocusing some of these things and starting to live in your camps an ecologically and environmentally sound life so that you will not be accused of being a hypocrite. This means that your maintenance man will have to check those faucets more closely. Make sure they are off and not dripping and wasting water. You will have to make certain that when you leave the dining room that the lights are turned off. You will have to fix those leaky exhaust systems on some of your camp vehicles. Make sure that your detergents are biodegradeable. Avoid using plastics and other such items, they are extremely difficult to justify in an environmentally oriented world. A total reappraisal of what is happening. Oh it will take effort and it won't all be done at once but it can be done. It will give your young people an appreciation and an understanding that will help them to move from your camp into a world that is hostile and certainly indifferent to this kind of thinking. You are going to have to search to find counsellors to do the kinds of things that I have been talking about. Yet you won't have to search far because in one of the rooms in this building Paul and Lorne have been working with some of you to develop a master plan so that you can introduce into your camps natural history interpretation with this new focus and direction It can be done, I know. In the states a few years back we received a grant from the Lilly Endowment Inc. Don Hammerman's brother Bill is chairman of that ecology project. It has been operating about four years, and it is fantastic the things that have been happening in that brief period of time. Not all of our camps have changed but many have introduced this new approach. The others are beginning to feel a little bit uneasy. Every chance we get to speak to parents we point out that unless the camp is providing this kind of experience for the child they are prostituting the camping movement. I personally encourage them to send their children to other camps whether they are A.C.A. or not. I say this because this is the major thrust, the focus and the major contribution that a camp can make to a child and I would be intellectually dishonest if I didn't say this. So it can be done and growth is taking place and right here you see the plans are being made that will soon be implemented. Training programs will be developed, you'll find the young people do have the interest. Through your Canadian Camping Association you will be able to provide these very ambitious goals. As far as your relationship with schools, again you have something right here. Walt and Don are working to develop guidelines that you can share with school administrators to help them to understand and appreciate the role camping can play in the total education picture. It is happening right here, right now. This conference may well stand as a rebirth of the camping movement in Canada and can produce results that will have such far reaching implications that they defy human comprehension. It is all happening right here. You have gathered some of the most interested, dedicated and talented people in the camping movement from this great country. All the ingredients are here. The work is being done; it is just a matter of putting it into practice and that is going to be up to you. Each of you as you travel back to your province. It will die in any geographic area unless you are the catalist, unless you are the driving force.

In summary I would like to share with you a little saying that has come to mean a great deal to me, I can't claim credit for it because it was uttered in the third century before Christ by a Chinese philosopher, Kuhn Stu "If you are thinking a year ahead sow seed, if you are thinking ten years ahead plant a tree, if you are thinking 100 years ahead educate the people" Tomorrow is the first day of your camping life Let's make it a beautiful day

CONTEMPORARY ISSUES

IN OUTDOOR EDUCATION

0022

CONTEMPORARY ISSUES IN OUTDOOR EDUCATION

KIRK A. WIPPER

La Caleche, St. Agathe, Quebec October 3rd to 6th, 1974

The following topics were considered:-

i) needs and issued
ii) a descriptive statement
iii) program content
iv) criteria for selecting activities
v) leadership development
vi) models for leadership development workshop
vii) principles for leadership development
viii) problems in implementation
ix) outdoor education committees
x) economic issues
xi) lease, rental and purchase of sites
xii) strategies for making deliberations known
xiii) the relationship of camps

Admittedly there are risks in submitting a summary report becasue brevity may disallow an appreciation of the scope of the diseussion. This, however, may be requested by more detailed descriptions in future publications of the Canadian Camping Association. In the meantime the main points are listed under each of the above headings.

i) Needs and Issued Identified

a) Need for a descriptive statement of Outdoor Education and Its interrelationship with camping.

b) Development of a philosophical foundation for Outdoor Education.

c) Preparation of a perspective for Outdoor Education.

d) Analysis of economic factors i.e. upgrading facilities rental contracts, control of eonsumer costs etc.

e) Investigation of environmental impact with year round use - preparation of guidelines.

f) Organization of a continum for Outdoor Education - determination of appropriate relationship between teachers and camp leaders.

g) Systematic approach to leadership development - i.e. taking the initiative; who? what areas? where?

h) Resolution of teacher stress through involeement in Outdoor Education i.e. compensations, ways of relieving teachers of sometimes excessive burden.

i) Delineation of content, activities, experiences which reflect philosophic position.

j) Future probabilities for school use of camps in Outdoor Education i.e. what are the determining factors?

k) Attraction of users to a camp i.e. what factors bring groups to a camp? What factors determine the acceptance of rejection of applicant groups?

l) Relationship of C.C.A. to School Boards i,e. what stance will C.C.A. take in co-operating with the School Boards as Outdoor Education expands e.g. purchase of land vs use of existing sites, etc.

ii) A Descriptive Statement

Outdoor Education is a method process or medium which addresses itself to:

1) insight into the natural environmental (ecosystem)
2) enrichment of curriculum studies in the natural environment
3) cultivation of Outdoor leisure pursuits which reflects the principle of wise use without abuse
4) improved rapport with our fellow man and an improved sense of responsibility for the inter-relationship of man and his natural environment.

iii) Program Content

A listing of actual pursuits was found to be a pointless excerise because almost a limitless number could be elected. The more purposeful discussion centered around activities, skills, and expereinces which would seriously reflect the philosophical position. Consequently the discussion related to areas of consideration including science, geography, outdoor pursuits, rural history, art, etc.

iv) Criteria For Selecting Activities

a) emphaisis on Canadian content i,e. capitalizing on what is around you, exploring the cultural - historical background.

b) selection of activity which gives preference to experimental thrust - i.e. learning by doing or direct learning.

c) provisior of experience with respect for natural environment.

d) opportunity which cultivates rapport amoung participants.

e) choice of activity which provides for total fitness (physical and mental).

f) election of experiences within tolerance (control readiness) level of students, teachers and leaders. This would include safety, knowledge, ability, skill, teacher pupil ratio, equipment, etc.

g) selection of content which will provide for a progressive expereince continuum taking into account physical, mental, emotional, social and spiritual needs.

v) Leadership Development

a) Delegates from the provinces represented reported on what was happening in their areas in the matter of leadership development.

b) The role of camp personnel -
- to identify with Outdoor Education and prepare for better leadership
- to offer servoces as leaders in leadership development programs
- to involve experienced teachers and appropriate government personnel on leadership training programs.
- to promote standards which will assist leaders in Outdoor Education.

c) Desirable traits for trainers and trainees received brief attention. These included such elements as enthusiasm, commitment, competence confidence, sound judgement, adaptability, flexibility, etc.

vi) Models were proposed for one day, weekend, or longer time blocks for leadership development. These are to be submitted in a separate bulletin or are available on request.

ii) Some principles were discussed which should be related to leadership development programs.

a) understanding the school curriculum
b) intergrating outdoor education with the school curriculum
c) appreciating the participant's background
d) stating philosophy in clear terms
e) organizing content so that it allows for reasonable progression toward more advanced experience
f) adapting leadership style and method to the people involved and the circumstances surrounding the opportunity (includes weahter).

viii) Problems in Implementation

a) Who takes the initiative?
b) How does one achieve a co-operative effort between camp leaders and teachers when creating a climate of positive learning?
c) How can range of content be assured?
d) How does one imspire enthusiasm for a training program?

ix) Outdoor Education Committees

This topic was discussed somewhat briefly with the result that only the more fundemental responsibilities were suggested. These were in the following areas:-

a) to include representation from kindred agencies and interests.
b) to identify and circulate appropriate resources (through bulletins, newsletters, etc.)
c) to identify suitable publications which could properly include outdoor education content.
d) to stimulate leadership development programmes and assist in their presentation.
e) to communicate with various governmental agencies which have a bearing on outdoor education programmes.
f) to co-operate with causes related to outdoor education which are initiated by other associations and groups.

x) Economic issues related to outdoor education programmes at camps

a) What capital improvements are essential?
b) What is the cost of those improvements?
c) Do I want to commit myslef to a 12 month operation?
d) Is access to my site possible in all conditions? (consider emergency).
e) What target groups could I serve?
f) What additional staff must I have? How much will they cost?
g) Where are there equivalent sites and is mine really needed?
h) Is my site unique enough to invite participation?
i) If they develop it for year round use, will anyone purchase it if I cannot carry on?
j) What are the estate considerations?
k) Can this site stand the impact of extended use?
l) What density of use is economically viable?
m) Will extended use impair the atmosphere of the summer camp?
n) Will I cater to groups who may not be philosophically compatible but will represent significant income?
o) Is my future as a year round operation reasonably assured?
p) Must I improve staff accomodations for year-round use?
q) Will the health and snaitation arrangements stand the stress of extended use? Will it be in a position to conform to new and more stringent demands of the government.

r) Is new construction more advantageous than converting existing structures?
s) What real advantages are there in extended use that may not be obvious (e.g. split overhead).
t) What criteria determine the nature of the extended facility? How are decisions made regarding single-multi use structures vs a series of minor installations etc?
u) What professional development must I undertake to cope effectively with extended use implications?
v) Will my diversion of energy to extended use tend to impair the zest of the summer operation?
w) How does my partner (wife) feel about extended use of the camp.
x) Can I tolerate the sometimes lower standards of site use off summer groups? How will this affect the morale of my staff?
y) Where can I get reliable, revelant information on extended use?
z) What plant adjustments must be made for extended use? (e.g. repair and storage areas).

xi) Lease, rental and purchase of sites

a) economics of ownership vs lease or rental
b) availability of appropriate sites
c) standards and their relationship to no-owned sites
d) philosophical considerations
e) experience variety in relation to owned vs non owned sites
f) adaptability of owner of leased or rented sites

xii) Strategies for making deliberations known

A discussion took place regarding ways in which conference results could be followed up. Some of the ideas were:

a) through Recreation Canada
b) by organizing a national kindred group conference
c) by presenting a brief to the Secretary of State
d) by publishing in appropriate national publications
e) by contributing to the library holdings of leaders in outdoor education
f) by reporting to appropriate government departments including Indian Affairs and National or Provincial Park Systems, etc.

NATURE AWARENESS

THE CANADIAN CAMPING ASSOCIATION

Report From The

NATURE AWARENESS SECTION

La Caleche, St. Agathe, Quebec October 3 to 6, 1974

LORNE BROWN & PAUL DAMPIER

A. INTRODUCTION

Preparation for Conference

In planning for the conference, a questionnaire was sent to all member camps of the C.C.A.. About 50 camps responded. The results showed, among others, two very significant things.

1. Very few camps, about 8% were giving any major emphasis to "Nature Awareness".

2. Every camp suggested there was a need for the Canadian Camping Association to give some leadership in this regard.

Objectives

As a result of this questionnaire, the following objectives were agreed upon.

1. To define and clarify a suitable interpretation of the term "Nature Awareness".

2. To plan and develop suggested models for some experimental programs in member camps across Canada, and to come up with some practical and "action" ideas to make these programs more effective.

Format of the Discussions

The format of the section was as follows -

Each person in the group presented a paper or an oral statement on their concept of Nature Awareness and how such a program could be implemented.

The first day, delegates presented papers or made statements. To set the mood of the meetings, Lorne Brown presented the opening paper, followed by the other delegates. The second day was spent in small groups planning a model and making suggestions about implementing programs in various camps. This paper summarizes these submissions.

Format Cont'd

At the conclusion of the conference this section made a dramatic presentation and invited delegates to try out some experimental programs in their own camps.

The following camps offered to try out a program next summer and report back on the results -

Camp Richildaca	Director	Bill Babcock 193 Richmond St. Richmond Hill, Ont. L4C 3Y7
Camp Howdy	Director	Paul Dampier Outdoor Education Branch Y.M.C.A. 6137 Cambie Street Vancouver, B. C. V5Z 3B2

It is expected that other camps will also be interested.

Definitions of Nature Awareness

A few of the suggested definitions for Nature Awareness that came out of the discussions are as follows -

1. "Nature Awareness is an accumulation of physical experiences in the outdoors which have a strong emotional, religious aesthetic, personal and educational impact on the indidividual or group."

2. "Nature Awareness is the ongoing conscious recognition of facets of the planetary environment."

3. "Nature Awareness means that through the use of all the senses, man may become aware of the natural environment and his inter-relationship with it."

4. Henry David Thoreau gave this definition 100 years ago and seems worthy of inclusion here.

   "Nature Awareness or appreciation of nature means an identification, a sort of mystical experience in the most fundamental sense of the term. One cannot even begin to love nature in any profitable sense until one has achieved an empathy, a sense of oneness and of participation."

B. SUMMARY OF GROUP PRESENTATIONS

After some discussion it was agreed that it is not enough just to experience nature, but in addition one must "learn" something about it. This brought into focus the necessity of including in our thinking something about the nature of learning. The following comments on learning arose in the discussions and are very relevant to the planning process.

Another unanimous conclusion the group made was that camping generally should be considered as a total nature awareness experience. This, then has or should have a great influence on any programs that may be developed.

Criteria for Learning

The suggested guidelines or criteria for planning should include the following, if learning is to take place.

1. Learning takes place through experience.
2. Experiences must be real rather than simulated.
3. All the senses must be involved - sight, hearing, touch, taste, smell, and perhaps common sense.
4. Guidance is necessary for many experiences. It is not enough to just experience in these cases.
5. Some unguided experiences are useful and should be developed.
6. Activities should be selected that are at the developmental level of the campers and are appropriate.
7. Programs should be modified to get desired principles across.
8. Activities selected in the program should be appropriate to the environment and its protection and conservation.

Components for Learning

The following components for learning are most important if learning is to take place.

1. There must be active involvement.
2. There must be understanding as well as exposure to nature.
3. There must be fun and enjoyment.
4. An activity must be interesting.
5. An activity must be worthwhile.
6. An activity or program must have carry over value.
7. There should be progression in the experience. Move from one experience to a more "advanced" experience.

Terminology and phrases that kept recurring and coming up during the sessions - and which may give some clues that would be useful in developing programs of Nature Awareness.

- Reverence for Life
- Respect for the Environment

- Responsibility toward natural things
- Kinship with Nature - harmony with nature - living with
- Nature rather than in it - interrelationships with nature.
- "The more we know about Nature the more we love it. What we know we do not destroy."
- Land Ethic
- Acclimatization - (reference to book)
- Limits of Growth
- Stuart Udall's Maxiums -
  Bigger is not Better
  Less is More
  Slower is Faster
- Resources are Finite - the Universe can be used up
- Life cycles important in Nature Awareness

Staff Training & Education

A very strong feeling came out of the discussions that in any model used or any special staff that might be hired, the most important factor would be the preparation of all staff (including kitchen and maintenance) for this program.

The following points came out of the group discussions.

1. As much as possible the training of the staff should be done in the out-of-doors and should be "experimental".
2. Communication should be two way - to the staff from "experts" and from the staff as well.
3. Stress and emphasize that all parts of the program can and should have a Nature Awareness component. Discuss specific ways that this can be developed.
4. High status must be given to Nature Awareness if it is to have respectability with the staff. It must be given equal if not greater importance than other parts of the program.
5. Have specific suggestions as to what are considered desirable practices in Nature Awareness: e.g. avoid cutting living trees or plants when on trips, leave temporary campsites without evidence of being used.
6. Use outside resources and people in staff training programs.
7. Put much emphasis on Nature Awareness in CIT programs.
8. Specific program suggestions for Staff Training in Nature Awareness -
   a) Visit points of interest around the camp area and show how they might be used in N.A. program. Have someone accompany the staff who can give interesting facts about the flora and fauna and history of the area.
   b) Plan night hikes, solo trips, survival experiences to give staff the opportunity of feeling nature through all the body senses.

c) Have the staff make an inventory of the campsite as far as the natural environment is concerned.
d) Provide resources in the way of literature, books and other materials that can be studied ahead of time.
e) Encourage and pay (if necessary) for the cost of attending clinics, conferences and meetings during the winter months.
f) Plan winter weekends either at the camp facility or other places to develop a greater awareness of the environment.

9. When hiring or interviewing staff for camp positions (including non-program staff) indicate the importance of this program with equal enthusiasm as any other areas.

10. Approach prospective staff with a much wider base of skill and interest than has been done traditionally.
e.g. A person with artistic background could add a new dimension to Nature Awareness.
A natural science student could provide the knowledge necessary to make the program more effective.

Role of Camp Director

There was strong and unanimous agreement that if Nature Awareness was to have equal status with other camp programs then Camp Directors, and through them Committees and Boards should develop new attitudes, better understandings and real enthusiasm for this program. Camps provide one of the best situations where overall attitudes toward the natural environment can be improved and developed, and which hopefully will be carried over into urban living and stay with campers into adult life.

Unless Directors and those responsible for setting program policies change their attitudes and become more knowledgeable and enthusiastic, the likelihood of any new programs being successful would be very doubtful.

A few specific thoughts and ideas came out of the discussions that are worth noting here.

1. The most important person in the implementation of any kind of Nature Awareness program is the Camp Director.
2. Among other qualifications it was agreed that he or she should:
a) Have a strong personal awareness of the environment and be skilled and comfortable in it.
b) Insist that the camp property is developed and maintained in the best interest of the environment.

2. Cont'd

c) Have an environmental map made of the property showing sites and areas that have uniqueness and special features that can be used in a Nature Awareness program. (There are many resources that could do this such as experts and professionals from government agencies, universities and special interest groups.)

d) Include the kitchen staff, maintenance people, medical personnel and immediate neighbours in all planning and training for this program. Unless the team approach is used there could be some of the staff working at cross purposes.

e) Possibly appoint a "Nature Awareness" staff person to promote and co-ordinate the overall program. (It was pointed out here that this person should not have the program "dumped" in his lap, but might provide the spark and leadership whereby everyone would be involved.)

f) Should "educate" the Camp Committees and Boards so that they will support and understand the objectives of this newer emphasis.

A Commitment to Change

The role of the summer camp in the Outdoor Education movement across Canada was discussed at some length and is worthy of mention in this report.

"Camping" people can and are playing a much greater role in Outdoor Education programs than ever before. There is little doubt that Canadian Camping can, through taking the lead in developing new concepts and attitudes in Nature Awareness, be of great assistance to school groups and educational authorities in developing programs that will motivate young people to change attitudes, and become much more appreciative of nature and natural things. Perhaps camps provide the "emotional" approach whereby each one can feel and experience nature in such a way that harmony with the environment results. If camping people add this component to the school program then it will have a much greater chance to be accepted as part of the life style of each individual.

Since this topic was the main theme of the other section of the conference, it was not dealt with at greater length.

Attitude Change

The discussions kept coming back to the idea that unless many attitudes were altered there was little chance that any real changes would take place in the traditional camp programs across the country. This led to much discussion on attitudes and how they might be brought up to date. To begin with, there are many misconceptions, beliefs, fears and concepts that are held today that are no longer acceptable. These are held by most people to the extent that it is almost impossible to have any kind of

concensus as to how the environment should be treated and how the natural resources used.

It can be reliably stated that attitude change is more closely related to the emotional rather than the educational experiences that a person has. The mass media uses this emotional approach to sellmost products. Perhaps Nature Awareness must be sold as a product where the best marketing practices are used to implement these programs. Unless care is taken the Outdoor Education movement may fail, as many others have done, because the approach has been "educational" which is respectable and the emotional approach will be discarded because it is not.

Realizing the importance of attitudes in developing Nautre Awareness programs much time was spent on the best ways of changing the present attitudes towards nature and the outdoors.

A few suggestions follow:

1. Have someone appointed by the camp administration who will have the responsibility of planning and co-ordinating existing activities in such a way that there will hopefully become attitude change.
2. The example and enthusiasm of the Camp Director will be the biggest single factor in bringing about a change of attitude toward the natural world.
3. Much greater use of the community resources related to this topic should be used.
4. Increase the involvement of campers in the camp management.
5. Prepare promotional materials for the use of staff and campers.
6. Have a Nature Awarness headquarters which will be worthy of the program and give it equal prominence with other programs.
7. Provide funds from the camp budget for this program.
8. Give Nature Awareness equal status with all other activities.

Some program suggestions that might influence attitude change.

1. Develop a greater consciousness of waste, what it means and how it is related to the use of natural resources.
2. Recycle camp wastes as much as possible.
3. Avoid collecting and picking natural objects. Enjoy nature as it is.
4. Encourage photography and art activities.
5. Emphasize and instruct in good "expedition behavior". e.g. temporary campsites left as they are found.
6. Koow what is meant by desirable "land use" and practice this in all camp programs.
7. Accept a "reverence for life" attitude as a practicing principle.
8. Develop a new "life-death" concept which suggest quite a different approach to both life and death for all living things.

9. Eliminate many of the myths about nature which are still very prevalent. e.g. fear of "wild" animals, good and bad weather, man as the dominant superior animal.
10. Plan programs which will stress an increased knowledge of the environment, believing that "knowledge casts out fear" and is necessary to have a deep appreciation of nature.

Father Corbin, one of the delegates to the conference really summed up the whole matter of attitudes this way.

> "If you know it, you love it: if you love it you'll will not destroy it."

The Role of the Naturalist

The following points came out of the discussions on the role of the "naturalist" on the camp staff. He could -

1. Be the "resource" person for the rest of the camp including campers, staff, director, and board.
2. Plan and set up the resource center with all the materials related to the N.A. program.
3. Conduct nature rambles and mark trails leading through different areas of the camp and surrounding property.
4. Plan a training program for the staff both before and during camp.
5. Lead groups on specific trips with a Nature Awareness objective.
6. Plan clinics and courses for the staff and for other camps during the winter in co-operation with the Provincial Camping Association.
7. Communicate enthusiasm and a love of nature, a desire to learn more about it and a concern and curiosity about natural things.
8. Be ecologically oriented.
9. "Teach" by example and stress non-verbal communication.
10. Make "interest" the key word in the N.A. program.
11. Use local resources - e.g. fish hatcheries, farms, animal reserves, sanctuaries, rock formations, fire lookouts, etc.
12. Provide "advanced" programs for campers who show a special aptitude or interest.

Environmental Maintenance Standards

The following suggested standards for the maintenance of the camp property, and the operation of the camp generally came out of the discussion.

1. Composting - of food and other organic wastes.
2. Developing a "waste" awareness among all camp personnel.
3. Plan for recycling whenever possible - save tins, paper aluminum, plastics, metal - store and arrange for transport to recycling depots if practical.
4. Purchasing policies developed which will be acceptable as fas as preserving the use of natural resources -

e.g. - can the use of paper dishes be justified
- paper used in the administration of the camp be fully used - single space, use both sides resuse paper for memos, etc.
- buy more bulk foods

5. Plastice are indestructable when left in the environment - plan to recycle.
6. Privies and outhouses to be considered one of the best ways of disposing of body wastes - superior to the flush toilet. Decentralize urinals and "educate" campers and staff to have different attitudes towards the disposal of body wastes and this most natural body function.
7. Practice good water use throughout the camp. Use it as required but not wasted -
e.g. repair leaky taps, toilets kept in good condition, showers and baths used with discretion; consider water as a usable but finite resource.
8. Keep all motors and vehicles in good repair. Question the use of motot boats in the camp program - avoid running motors needlessly and be sure they are non-polluting.
9. Conserve energy whenever possible - turn lights lights, save heating and cooking fuels where possible.
10. Campfires - plan alternatives to burning wood where it is scarce - avoid cutting living trees for campfires - use up and clear snags and dead wood.
11. "Camping without a trace" - may be a slogan that could be used more and more. Question the idea of permanent out-trip sites that trend to become over-used and very destructive to the environment.
12. Systematic development of trail "systems" that provide access to special ecological areas and enable campers to become familiar with the camp property.

    Provision should be made to "rest" trails and paths when serious over-use occurs. Alternative trails will help in the restoration of the land as will a variety of materials such as sawdust, gravel, truff.
13. Erosion - signs of eroded areas developing should be dealt with and plans made to prevent them. Erosion areas become a fine program area for campers to see the results of poor land management.
14. Reforestation - the planting of seedlings and small trees can be done as part of the N.A. program.
15. Litter - plan adequate attractive containers and centers for the collection of litter and also plan for its disposal.
16. Natural Crafts over-use - the use of natural crafts is very desirable but avoid using living trees and plants for this purpose.
17. Noise pollution - attempts should be made to reduce the noise of motors and machines in the camp area and to have periods when campers can enjoy the "silence of nature". Silent hikes and canoe trips could well be incorporated into the program.

18. Water pollution - avoid the spilling of gas and oil into water areas and no waste dumped into such waters.
19. Preserve natural areas found in the camp property - plan access so they remain natural.
20. Plan visits to camp in off season periods - seeing the camp during all seasons will help develop a greater appreciation.
21. Camp food and diet awareness - give more attention to the relationship of food and diet to a greater awareness of nature.
    Avoid wasting foods served, composting, use left over foods to feed animals and birds.
22. "Soap dips" might be questioned if they lead to water pollution.

The Implementation of Nature Awareness Programs

The following suggestions were made regarding the implementation of programs across Canada.

1. The Provincial Associations could plan "Nature Schools" in each of their provinces.
2. The Canadian Camping Association could appoint someone to the National Executive to promote and plan for experimental programs, resource material, liason with government agencies and in general to promote Nature Awareness throughout Canada. (A format resolution was made to the Board of C.C.A. re this.)
   One suggestion was made that the C.C.A. plan a "Utopian Canadian Camp" that would be financed by funds obtained from government agencies such as Recreation Canada and be staffed with top level people who would have as their main objective an ideal program of Nature Awareness.
3. The Canoe Schools held in various parts of Canada each year put even greater emphasis on Nature Awareness as one of their major objectives. (A formal resolution was made in this regard as well).

C. Conclusions

1. Definition and Interpretation of Nature Awareness

   The difficulty of trying to define this term and to have a common consensus was fully realized during the sessions. However, there was full agreement that in any program great atress must be placed on the need for changing attitudes and the elimination or myths, ignorance and misconception about the need natural environment. This then could be the main focus of any programs that might be planned.

2. Communication

In order to change attitudes and develop awareness for these types of programs, it was necessary to use all the resources available for the implementation of Nature Awareness in the camps across Canada and in the general population as a whole.

The following suggestions are made:

a) Use agencies as Recreation Canada to give further assistance for conference of this kind.
b) The Canadian Camping Magazine contains more articles and information on Nature Awareness.
c) Delegates from the conference be responsible for spreading the word to all camps and persons interested in each province.
d) Provincial Associations plan and promote experimental programs, clinics, and conferences related to N.A.

3. Implementation

Camps from all sections of the country comit themselves to experimental programs which they would evaluate and then share results with other camps through the C.C.A. and the magazine.

4. Evaluation and Follow-Up

Some method of evaluation which would be valid and reliable should be used by each camp running an experimental program. There are techniques and instruments that can be used to measure attitude change and the acceptance of new beliefs. These should be used as well as more subjective reasons, in arriving at a final evaluation of the program tried.

5. Bibliography

The importance or resource literature and materials was stressed as part of any program.

6. Provincial Feed-Back Conference

It was recommended that delegates suggest to their Provincial Associations that a feed-back conference be planned to keep up interest.

7. Recreation Canada

The delegates expressed their appreciation for the assistance of Recreation Canada in making this conference possible and agreed the proceedings and a letter of thanks to be sent to the Director.

OUTDOOR EDUCATION

GUIDE LINES FOR CAMP

0040

OUTDOOR EDUCATION

MAJOR OBJECTIVES

Outdoor education is the process of utilizing the outdoors as an approach to learning in an environment which is unique compared to that of an average school setting.

If you plan to use your camp for outdoor education you should be aware of some of the major objectives.

1. Outdoor education is an excellent means for introducing students to the natural environment.

   Today's students will be obliged to make decisions concerning river-diversions, highways, pipelines and other developments involving the environment. They cannot make wise judgements about the use of the environment if they have not been exposed to it.

   Living and working in the outdoors can develop a respect for life forms and a sensitivity towards nature. As a result, students should learn to care enough for the environment to preserve it for future generations.

2. Outdoor education is a means of relating curriculum studies to real life situations. Students will likely maintain a more serious interest in their studies when material is related to direct experience. Furthermore, the learning process improves when students are directly involved in realistic projects. Students have an opportunity to observe their surroundings and make judgements on the basis of what they see.

3. Exposure to the natural environment will tend to stimulate the senses and in turn this helps to arouse the student's curiosity.

4. Outdoor education is a means of teaching the wise use of leisure. Three and four day weeks are becoming a reality. Along with earlier retirements and the shorter work-week people have more free time on their hands and need to learn how to use it.

   Outdoor programs provide opportunities to teach and generate interest in such things as outdoor cooking, camping, skiing, snow shoeing, hiking, canoeing and provide skills such as orienteering and the use of proper outdoor clothing and equipment.

5. Many social benefits are derived from camping programs and field trips. Interaction between students and teachers, which would not otherwise occur frequently takes place in the camp setting. Co-operative attitudes can readily be developed through activities which require team work.

   Students discover that teachers do wear old clothes and get wet and muddy in the rain. Students and teachers have many opportunities to share in the joy of an exciting discovery. Leadership qualities are revealed in students who sometimes have a difficult time being recognized in a classroom situation.

"No man is an island." If we can make a contribution toward helping people get along with people, and impart a healthy attitude toward the outdoors and at the same time reap the more tangible benefits of outdoor education, then field trips and outdoor programs are certainly worth the extra effort that they require.

BENEFITS TO CAMP

- Monetary - An outdoor education program will provide a better opportunity to spread your fixed costs over a longer period of time.

- Staffing - A better opportunity is provided to hire more qualified, mature, camp staff because university students are available from May 1 to Sept. 1. There is also the opportunity to hire permanent staff in some programs.

- Public Relations - Having an outdoor education program exposes a greater number of people to your camp and therefore creates more publicity for your summer program. Another selling factor is that you improve the camps image in the community because you are serving the youth of the area over a longer period of time and are thus providing an additional service to the community.

II

CAMP RESOURCES FOR OUTDOOR EDUCATION

These are "guidelines" for a camp director to analyze and review in developing a campsite for school use as an outdoor education center.

1. SITE CONSIDERATIONS:

The camp director must ensure that all governmental, and provincial camping association standards are met and adhered to.

In relation to the campsite the following must be examined carefully:

a) Water supply
b) Garbage disposal
c) Sewage disposal
d) Drainage
e) Asthetic facility development
f) Ecological understanding of over use of environment

In particular the camp director must be able to supply the school with the following information:

a) Availability of transportation in the community and distances and travel time to the camp.
b) Natural resources that are available in the camp area and a definite outline of the criteria for use of these areas.
c) Any physical hazards that may jeopardize the students or programs the schools may want to run.
d) The types of programs that may be carried out in the camp setting.

2. ACCOMMODATIONS:

The camp director should have clear guidelines pertaining to the limitations on how his camp can be used in realtion to:

a) Type of camp either resident or daily use.
b) Co-educational
c) Special - handicapped
d) Community use
e) Capacity: number of people that may use the camp during each season.
f) Type of sleeping accommodation (i.e. cabins, dormitory or tents).

3. FACILITIES:

The camp director must know the capabilities of all buildings on the campsite and be able to adapt them when necessary. Keep in mind that all regulations must be adhered to.

4. EQUIPMENT

The camp director should know the program equipment that can be made available to school groups, and be able to adapt where feasible.

III

STAFFING

1. SUPPORT STAFF

The camp should provide a minimum of one maintenance man for general maintenance and emergency repairs.

The kitchen staff may be provided by the camp, or school or some combination of both.

The purchasing of food supplies may be the responsibility of either the camp or the school, as agreed upon.

School groups should be made aware of health services available, the location of the nearest doctor, hospital and ambulance.

It is highly desirable to have a camp supervisor on site. The camp director or someone appointed by him is most desirable, as he can interpret rules and good camp practices to the school group.

2. INSTRUCTIONAL STAFF

a) Teachers - Most provincial school acts state that certified teachers bear responsibility for children under their care, therefore, they are the "key" persons in prestudy, study on site, and follow-up study.

b) Program Specialists - These persons assist in instruction in their specialized areas and may be supplied by either the camp or school.
The camp may supply such persons as water-front specialists, whereas the School Board may supply teachers from such departments as art and music.

c) Government Agencies - This could include Foresty workers, conservation officers and so on.

d) Retired Individuals - These people could give students a living history of the immediate area or possibly they may have other specialists that can be used in the instructional program.

e) Community Clubs or Organizations - Personnel from organizations ranging grom square dance to ski tour clubs may be used in instruction.

f) Camp Director- The director acts as a resource person which is an excellent way for him to become involved with the program in planning, evaluation, supervision and other aspects.

g) Professional Youth Workers - Recreation Department, social workers, etc., from the immediate school area could be utilized.

3. SUPPLEMENTARY STAFF

a) Parents with specialists in areas such as geology, photography, music, or others may be used as resource persons.

b) Community Resource persons from industry and agriculture. The use of these people might be combined with a tour or field trip to a community resource such as a farm, or local industry.

c) University and College students - Practicum for credits in education, physical education, conservation, recreatiom, the sciences, or other areas of study may provide additional resource persons.

d) Student Associations - A project by a specialized student aesciation (e.g. Geography Students Association) may supply instructors.

e) Former Staff - Many former staff may be able to help during the late afternoon or evening programs if they are not available during the day.

0044

IV

ADMINISTRATION

1. COST CONSIDERATIONS

A) Detailed and accurate records must be kept of all camp costs. Revenue and expences should be appropriated to each program the camp is running e.g. Summer Camping, Outdoor Education, Conferences, etc.
b) If Outdoor Education is considered to be a program function of the camp or will attract business to other phases of the operation, it may be acceptable to subsidize the program.
c) Greater use of the facility will reduce some of the fixed summer costs.
d) Capital costs should be charged to the function they serve, remembering that buildings should be constructed for multi-purpose use.
e) Increased use of the site may result in some long term losses in environmental features, unless careful planning is done.
f) Support for other camp programs can increase through more persons becoming familiar with the camp. Students and staff participating in an outdoor education program can be a source for summer programs and new areas of attracting financial contributions are opened.
g) Extened use of the camp may classify the facility in a different catogory for government licences and require new standards to be met.

2. SPECIFIC CONSIDERATIONS

a) Insurance - Increased liability protection, but per camp cost of all insurance will probably be less.
b) Staff - Caretaker, camp manager, maintenance, resource persons, kitchen help, etc.
c) Utilities - Heating, electricity, telephone.
d) Maintenance - Increase with use, but less per camper.
e) Depreciation - Life of facility will be only slightly less with greater use. A certain annual depreciation takes place no matter what the use.
f) Food Services - Are meals to be included?
g) Transportation - Cost of operating camp vehicles. Is transportation to and from the school to be provided?
h) Administration - Office services, promotion costs, costs of pilot projects.
i) Program Services - Are staff, materials and equipment to be provided?

3. CONTRACTUAL ARRANGEMENTS

a) It is best to consult an attorney for advice concerning local legal implications.
b) A contract is recommended in which the following should be specified:

i. Cost per day (or week) and total cost for the group.

ii. The minimum and maximum number of campers accepted by the camp at one time.

iii. The minimum number of adults required for supervision.

iv. Cancellation procedure, including date up to which the deposit is returned.

v. Dates that the campsites will be used.

vi. Arrival and departure times.

vii. Name, address and phone number of the person responsible for the school or school board.

viii. Name of the person from the school who will be in charge of the group at the camp

ix. Activities and services provided by the camp.

x. Rules regarding safety and conservation that must be enforced at the campsite, and guidelines for the information of the group.

xi. Other areas of consideration such as government regulations, local by-laws, and standards of the provincial camping association.

c) Contracts may be arranged with a particular school or with a board of education for all schools under their jurisdiction.

4. RECORDS

The following information should be available at camp:

a) Group registration, with dates of site use and person in charge.

b) List of medicare numbers for all members of the group.

c) List of special medical or dietary concerns.

d) Accident report forms.

e) Names, addresses and phone numbers of everyone, including the name of the person to be notified in the event of an emergency.

f) Check list of facilities and equipment to be used.

0046

V

A PLAN FOR ACTION

The following headings may be used to aid in developing potential school outdoor education programs on your campsite. Some of these headings have been explored in previous sections of this booklet, but will be reviewed here to help in the planning process.

1. PURPOSE

   a) Is a year-round operation in harmony with the purpose and philosophy of your camp?
   b) Have you considered community needs of a recreational, edcational, or remedial nature?
   c) Why make your campsite available for school use?

2. OBJECTIVES

Written objectives of your aims, goals, and standards of performance should be provided.

   a) Are your objectives achievable?
   b) Are your objectives measureable?
   c) Are you aware of the objectives of the visiting school?
   d) Is the school staff aware of the objectives of your camp?

Objectives should be recognized by all people involved in the residential outdoor education program.

3. LEADERSHIP

Vast differences between regular school activities and camp based activities require that teachers involved in outdoor education have the opportunity for pre-program training. Differences in school use of your campsite necessitate orientation for the camp staff.

   a) Have all teachers attended an in-service training event at your campsite prior to involving children in the program?

4. PROGRAM DESIGN AND SCHEDULE

Many resource materials and personnel are available to your camp. Have you considered the following?

   a) What types of programs can your camp cater to?

   b) Will you formulate the program?

   c) Will you adapt your camp to program designed by school staff?

   d) Most provincial camp standards recommend progressive teaching methods. What, if any, is your role in this?

0047

e) Have you had successful experiences working with small groups? Can you be helpful to the school in their planning?

f) What changes are necessary in moving from a summer operation to a residential outdoor education program?

g) What degree of flexibility is built into your operations and program schedules?

5. FACILITIES AND EQUIPMENT

a) What facilities and equipment are you prepared to make available?

b) Who is responsible for cleanliness of your camp?

6. FINANCES AND RECORDS

a) Have you made a cost analysis on a pilot project?

7. PUBLIC RELATIONS

Impressions are lasting. Determine your market and media for external public relations.

a) Is your summer staff and advisory board aware of your developments?

b) What types of promotion will you use:

Newspaper?
Radio & television?
Brochure or pamphlet?
Local camping association?
Person to person contact?
In-service training?
Universities?
Open house?
Mall displays?
Mailing lists?
Teacher visits?
P.T.A. meetings?
Displays (teachers' conventions)?

c) Do you follow up on all promotional efforts, where applicable?

8. EVALUTION

Evaluation is a critical approach to reviewing your written objectives.

a) Which of the following tupes of evaluation will you provide and which will the school staff be responsible for?

student / teacher / parent / camp

b) Does your evaluation plan include programs,people and the camp?

9. ACTION

Well planned programs occupy many file drawers. After your plans are made, get into action. Your energies are your first resource.

"Plan get you into things, but you've got to work your way out."

Will Rogers

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